

MINISTRY OF EDUCATION AND SCIENCE OF THE KYRGYZ REPUBLIC  
OSH STATE UNIVERSITY  
INTERNATIONAL OF MEDICAL FACULTY

Department of Social-Humanitarian Disciplines

**SYLLABUS**

of the discipline: «**Foreign and Latin language**»  
for students studying in the direction of:  
"560001-**General Medicine (GM)**»

---

Daytime learning  
(Syllabus)

<b>Specialty (direction)</b>	<b>General Medicine (GM)</b>	<b>Course code</b>	<b>560001</b>
<b>Language of instruction</b>	<b>English language</b>	<b>Discipline</b>	<b>Foreign and Latin language</b>
<b>Academic year</b>	<b>2025</b>	<b>Number of credits</b>	<b>4 credits</b>
<b>Instructors of the discipline</b>	<b>Imankulova T. Zh.</b>	<b>Midterm</b>	<b>I-II</b>
<b>E-Mail</b>	<a href="mailto:timankulova@oshsu.1g">timankulova@oshsu.1g</a>	<b>Schedule for the application “OshSU Student”</b>	
<b>Consultations (time/room)</b>	<b>8:00-17:00</b>	<b>Place(time/room)</b>	<b>IMF2, 211 room</b>
<b>Form of study (daytime)</b>	<b>Daytime</b>	<b>Course type: (compulsory)</b>	<b>Compulsory</b>

**Course goals:**

Teaching a foreign language consists of studying medical terminology in English and Latin, laying the foundations of terminological competence of a medical specialist: the ability and readiness to use anatomical, clinical pharmaceutical terminology and the implementation of ethical and deontological principles in professional activities, when studying professional modules and general professional disciplines. Teaching of Latin in the medical faculty is based on a clear, specific goal: communicative actions in professional conditions and possible budgetary situations (in a hospital, in a clinic, in a pharmacy), based on the goal, taking into account the professional focus, interdisciplinary and communicative-active approach, the introduction of professionally oriented competence into the educational process is achieved.

<b>Prerequisites</b>	English, Histology	
<b>Post requisites</b>	Anatomy, Histology, Pathology	
<b>Co-requisites (if necessary)</b>		
<b>Learning outcomes of the discipline</b>		
<b>At the end of the course, the student:</b>		
<b>Result of learning (GEP)</b>	<b>Result of learning discipline</b>	<b>Competencies</b>
<p><i>LO1-</i> understands and uses phrases, expressions, and individual sentences in speech in accordance with language norms;</p> <p><i>LO 2-</i> understands and analyzes the main content and details of artistic, educational, scientific and other texts, determines the theme, highlights the main idea and structural parts in them;</p>	<p><b>Learning outcomes and competencies formed in the process of studying the discipline:</b></p> <p>The learning outcomes of the general educational program (GEP) determined by the competencies acquired by the graduate, i.e., his ability to apply the knowledge, skills and personal qualities in accordance with the objectives of professional activity. Because of mastering this GEP, a graduate must possess the following learning outcomes and competencies:</p>	<p><b>GC1</b> - able and willing to analyze socially significant problems and processes, to use methods of natural sciences, mathematics and humanities in various types of professional and social activities</p> <p><b>IC3-</b> Capable and prepared for written and oral communication in the state language and official languages, and able to master one foreign language to solve professional problems;</p>

**Technological chart of the discipline**

Modules	Total			Practical classes		SIW	SIWT	MT	Final exam-n	Points
	Class-room cl.	SIW	SIWT	hours	points	hours	points	points	points	
1 semester										
<b>I Module</b>	60	36	6	24	4	36	4	9		
<b>II Module</b>	60	36	6	24	4	36	4	9	-	
<b>Total</b>	120 h	72	12	48 h	8	72 h	8	18	50	100

### Calendar and thematic plan of the practical classes

№	Weeks	Topic Title	Number of classes	Points
			Practical classes	
<b>Module I</b>				
1	1-weeks	<b>Lesson 1:</b> Phonetics: Alphabet. Monophthongs. Diphthongs. Consonants and consonant combinations <a href="https://youtu.be/IJioZYVrtNA?si=ArPJh1rW3eUqN0Fb">https://youtu.be/IJioZYVrtNA?si=ArPJh1rW3eUqN0Fb</a>	2	4
2		<b>Lesson 2:</b> Accent rules <a href="https://youtu.be/UrS72G4nFGw?si=mgGJBEKOzNKWwLLM">https://youtu.be/UrS72G4nFGw?si=mgGJBEKOzNKWwLLM</a>	2	4
3	2-weeks	<b>Lesson 3:</b> Structure of anatomical terms. Noun and its categories. <a href="https://youtu.be/8QhpM9hG-TI?si=LvP5U11bYbOLwfM-">https://youtu.be/8QhpM9hG-TI?si=LvP5U11bYbOLwfM-</a>	2	4
4		<b>Lesson 4:</b> I, II, III Declension of Latin Nouns. Latin words used in anatomy <a href="https://youtu.be/jMD7jY7tWms?feature=shared">https://youtu.be/jMD7jY7tWms?feature=shared</a>	2	4
5	3-weeks	<b>Lesson 5:</b> IV, V Declensions of Latin Nouns. Latin words used in anatomy. <a href="https://youtu.be/OgyO0filMUw8?si=cMdJtkd6LD9gjAi4">https://youtu.be/OgyO0filMUw8?si=cMdJtkd6LD9gjAi4</a>	2	4
6		<b>Lesson 6:</b> Adjectives and their dictionary form. Latin words used in anatomy. <a href="https://youtu.be/86sJuoghuX0?si=Y2icsz8v58rk_CGk">https://youtu.be/86sJuoghuX0?si=Y2icsz8v58rk_CGk</a>	2	4
7	4-weeks	<b>Lesson 7:</b> I, II group of Adjectives. Latin words used in anatomy. <a href="https://youtu.be/bjNb3xA8sRk?si=XYWQjiMpX0P5kpnm">https://youtu.be/bjNb3xA8sRk?si=XYWQjiMpX0P5kpnm</a>	2	4
8		<b>Lesson 8:</b> Word formation. Prefixes in Anatomical and Clinical Terminology. Part I-II <a href="https://youtu.be/fiaPqgwJFo4?feature=shared">https://youtu.be/fiaPqgwJFo4?feature=shared</a>	2	4
9	5-weeks	<b>Lesson 9:</b> One word names of function disorders pathological processes and abnormal conditions <a href="https://youtu.be/PDVq6KwtHCE?si=UPpftCGlCaIhZGR3">https://youtu.be/PDVq6KwtHCE?si=UPpftCGlCaIhZGR3</a>	2	4
10		<b>Lesson 10:</b> Names of qualitative and quantitative abnormalities in morphological processes <a href="https://youtu.be/IebSyLqeThk?si=vh7w_NU5KKtByutN">https://youtu.be/IebSyLqeThk?si=vh7w_NU5KKtByutN</a>	2	4
11	6-weeks	<b>Lesson 11:</b> Names of inflammatory processes which occur in organs and tissues. Names of abnormalities in the states of physiological fluids	2	4

		<a href="https://youtu.be/cB3b3i2a7ec?si=0SHYc9iJZfJZKOIg">https://youtu.be/cB3b3i2a7ec?si=0SHYc9iJZfJZKOIg</a>		
12		<b>Lesson 12:</b> One-word names of endogenous pathological changes <a href="https://youtube.com/shorts/vKjuaWCazoo?si=ziySPayhQakizYL2">https://youtube.com/shorts/vKjuaWCazoo?si=ziySPayhQakizYL2</a>	2	4
<b>Module II</b>				
13	7-week	<b>Lesson 13:</b> Medical practitioner I-II. Word stress in pronunciation of job titles <a href="https://youtu.be/J00E96daVtk?si=NJvVQrl7jdrycpb2">https://youtu.be/J00E96daVtk?si=NJvVQrl7jdrycpb2</a>	2	4
14	8-weeks	<b>Lesson 14:</b> Hospitals. Primary care. Direct and indirect speech. <a href="https://youtu.be/OXVQ1EL_qL8?si=j4JyAsYi3RHbf0Mx">https://youtu.be/OXVQ1EL_qL8?si=j4JyAsYi3RHbf0Mx</a>	2	4
15		<b>Lesson 15:</b> Bones. Present and future simple. <a href="https://youtu.be/FF7Qigd3U?si=mPZGvbFpffipmi0k">https://youtu.be/FF7Qigd3U?si=mPZGvbFpffipmi0k</a>	2	4
16	9-weeks	<b>Lesson 16:</b> The Cardiovascular system. Blood. Present perfect & Past Simple. <a href="https://youtu.be/Wu18mpI_62s?si=qb2eauaasYz5OgR_">https://youtu.be/Wu18mpI_62s?si=qb2eauaasYz5OgR_</a>	2	4
17		<b>Lesson 17:</b> Childhood. Adverbs. <a href="https://youtu.be/FkPwjGelfNE?si=yFkRJ9764Ff6bs6j">https://youtu.be/FkPwjGelfNE?si=yFkRJ9764Ff6bs6j</a>	2	4
18	10-weeks	<b>Lesson 18:</b> The Digestive System. Linking words. <a href="https://youtu.be/Og5xAdC8EUI?si=a_XDAN_OTDck6liv">https://youtu.be/Og5xAdC8EUI?si=a_XDAN_OTDck6liv</a>	2	4
19		<b>Lesson 19:</b> The Integumentary system. Adjectives. <a href="https://youtu.be/p4hnFf_jmvU?si=7cx9MI9M0UbmiBYS">https://youtu.be/p4hnFf_jmvU?si=7cx9MI9M0UbmiBYS</a>	2	4
20	12-weeks	<b>Lesson 20:</b> Endocrine System Relative Clauses. <a href="https://youtu.be/8TveCTps_Xw?si=WkdREuoDH0fa_v8d">https://youtu.be/8TveCTps_Xw?si=WkdREuoDH0fa_v8d</a>	2	4
21		<b>Lesson 21:</b> Infectious disease Active and passive voice. <a href="https://youtu.be/9axOFtPqS0c?si=GB37WZ-VVB3zCsp0">https://youtu.be/9axOFtPqS0c?si=GB37WZ-VVB3zCsp0</a>	2	4
22	13-weeks	<b>Lesson 22:</b> Mental illness. Phrasal verbs. <a href="https://youtu.be/laSpas9hWNQ?si=Y8PEqqe8vgRtkPTE">https://youtu.be/laSpas9hWNQ?si=Y8PEqqe8vgRtkPTE</a>	2	4
23		<b>Lesson 23:</b> Taking a patient history. The Future Perfect Continuous Tense <a href="https://youtu.be/OVIEXQRXOR0?si=0fLYnidr6sooalzp">https://youtu.be/OVIEXQRXOR0?si=0fLYnidr6sooalzp</a>	2	4
24	14-weeks	<b>Lesson 24:</b> Examination. Medical ethics. How to use less and few (more and much). <a href="https://youtu.be/1NaQqpJwltU?si=5moVioBYVfZgifrO">https://youtu.be/1NaQqpJwltU?si=5moVioBYVfZgifrO</a>	2	4
<b>Total :</b>			<b>48</b>	

### Plan of the Self-independent works

№	Topic	Tasks for independent work	Hours	Evaluation tools	Points	Literatura	Completion date
1	History of Latin language development	Comparative analysis: Compare ancient Latin and Classical Latin. Pay attention to phonetic, grammatical, and lexical changes. Give examples. Latin Lexicon: Make a list of 20 Latin words and their meanings that have been borrowed into the Russian	2	PPT	4	"A History of Latin" – R. F. F. G. S. M. S. N. K. B. This book offers a detailed overview of all stages of the development	3 <sup>rd</sup> week

		language. Explain in what context they are used.				of the Latin language.	
2	Anatomical names of body parts	Find the anatomical names of the main body parts (for example, the head, arms, legs, etc.). Study their functions and location. Anatomical part Latin name Caput Head The Manus Arm The Crus leg. Make cards with anatomical terms: on one side - the name in Russian, on the other - in Latin. Use them for self-checking.	2	Chart	4	"Anatomy for Medical Students" – T. M. R. S. M. B. This book offers an accessible explanation of anatomical terms and body systems.	<b>4<sup>th</sup> week</b>
3	Anatomical names of bones / skeleton	Make a list of bones: find and write down the names of all the main human bones. Divide them into groups (skull, spine, thorax, upper limbs, lower limbs).  -Study the anatomical names: Give a brief description of their location and function to each bone name. The table of bones Creating a table: Create a table that states: The name of the bone Latin name  Location (for example, which part of the body) Function (for example, organ protection, support, etc.) Bone name Latin name  Location Function Cranium Skull Head Brain Protection Humerus Humerus Upper Limb Arm Movement Femur Femur Lower Limb Body weight support	2	PPT	4	"Anatomy for medical students" – A. A. Levin	<b>5<sup>th</sup> week</b>
4	Anatomical names of internal organs.	Create a table in which it will be indicated: The name of the authority Latin name Location (e.g. which part of the body) Function (e.g. metabolism, respiration, etc.) Examples Organ name Latin name Location Function Heart Cor Chest Circulation Lungs Pulmones Chest Breathing	2	Chart	4	"Anatomy for Medical Students" – T. M. R. S. M. B. This book offers an accessible explanation of anatomical terms and body systems. "Human Anatomy" –	<b>6<sup>th</sup> week</b>

		Liver Hepar Abdominal Cavity Metabolism and Detoxification				V. N. Bukhanov	
5	Latin proverbs, sayings, and catchphrases about medicine	Latin proverbs, sayings, and catch phrases about medicine	2	PPT	4	"Latin proverbs and sayings" – I. P. Ovsyannikov "Latin for medical students" – A. A. Levin "Latin expressions in medicine" – V. I. Lapin	<b>7<sup>th</sup> week</b>
6	Clinical names of bones / skeleton	Creating a table: Create a table where it will be indicated: <ul style="list-style-type: none"> <li>• Clinical name</li> <li>• Latin name</li> <li>• Location</li> <li>• Function</li> </ul>	2	Chart	4	D. Kondratiev. Fundamentals of medical terminology. Grodno-2005 A. Z. Tsisyk. Latin language. Minsk, 2010.	<b>8<sup>th</sup> week</b>
7	Clinical names of internal organs	Prepare a presentation: Select 5-7 bones and create slides with their clinical names, functions, and images.	2	Presentation	4	D. Kondratiev. Fundamentals of medical terminology. Grodno-2005 A. Z. Tsisyk. Latin language. Minsk, 2010.	<b>9<sup>th</sup> week</b>
8	Learning the "Gaudeamus"	Translate the text of the anthem: Find the Latin text of the anthem "Gaudeamus" and translate it into Russian. -Pay attention to the keywords and their meaning. Content analysis: Write a short analysis in which describe the main ideas of the anthem and its cultural significance for students  Prepare 10 questions about the anthem "Gaudeamus", its history and meaning. For example: What is the main theme of the anthem? In which educational institutions is "Gaudeamus" sung?  Study the traditions: Find information about how "Gaudeamus" is performed in different countries and educational institutions. Prepare a short report on the cultural traditions associated with the anthem.	2	Memorize the answers to the questions, make a short analysis	4	Wikipedia is an article about "Gaudeamus" (in different languages). It contains information about the origin, text and meaning of the anthem.  Studium is an educational portal dedicated to the history and culture of educational institutions.  Articles about hymns, including "Gaudeamus".	<b>10<sup>th</sup> week</b>

9	Opinion Essay	<p>1. Introduction</p> <p>Paraphrase the question or topic.</p> <p>Clearly state your opinion.</p> <p>Briefly mention the main ideas you'll discuss.</p> <p>2. Body Paragraph 1 – First Reason</p> <p>Topic sentence: introduce your first reason.</p> <p>Explain it with details, examples, or evidence.</p> <p>3. Body Paragraph 2 – Second Reason</p> <p>Topic sentence: introduce your second reason.</p> <p>Give an example or a real-life situation.</p> <p>4. Counterargument (optional)</p> <p>Acknowledge the opposite view briefly.</p> <p>Refute it (explain why your opinion is stronger).</p> <p>5. Conclusion</p> <p>Summarize your opinion and main points.</p> <p>End with a strong closing statement.</p>	2	Written task	4	<p>IELTS candidates aiming for a Band 7 or higher.</p> <p>Writing Band 9 Essays in IELTS by M. J. Murphy</p>	<b>12<sup>th</sup> week</b>
11	Double question Essay	<p>Essay Structure (4–5 Paragraphs)</p> <p>1. Introduction</p> <ul style="list-style-type: none"> <li>• Paraphrase the question.</li> <li>• State what you will discuss.</li> <li>• Give a short, clear opinion (if needed)</li> </ul> <p>2. Body Paragraph 1 – Answer Question 1</p> <p>(Why is this happening?)</p> <p>Topic sentence → main reason.</p> <p>Support with explanation or examples.</p> <p>3. Body Paragraph 2 – Answer Question 2</p> <p>(Do advantages outweigh disadvantages?)</p>	2	Written task	4	<p>IELTS Writing Task 2 Actual Tests (July–Sept 2025 Edition)</p> <p>Essay Writing for English Tests by Gabi Duigu</p>	<b>12<sup>th</sup> week</b>

		<p>Topic sentence → state your opinion.</p> <p>Explain both sides briefly.</p> <p>End with your conclusion.</p> <p>4. Conclusion</p> <p>Summarize both answers.</p> <p>Restate your opinion clearly.</p>					
12	Advantages and Disadvantages Essay	<p>1. Introduction</p> <p>Paraphrase the question.</p> <p>Mention you will discuss both advantages and disadvantages.</p> <p>Optional: give your opinion briefly.</p> <p>2. Body Paragraph 1 – Advantages</p> <p>Topic sentence → main advantage.</p> <p>Explain with examples or evidence.</p> <p>Optional: give 2–3 advantages in one paragraph or split into two paragraphs if needed.</p> <p>3. Body Paragraph 2 – Disadvantages</p> <p>Topic sentence → main disadvantage.</p> <p>Explain with examples or evidence.</p> <p>Optional: give 2–3 disadvantages in one paragraph or split if necessary.</p> <p>4. Conclusion</p> <p>Summarize advantages and disadvantages.</p> <p>State your opinion clearly (if asked).</p>	2	Written task	4	<p>“Cambridge IELTS Series” – Offers sample essays including advantages/disadvantages types.</p> <p>“Cambridge Grammar and Vocabulary for IELTS” – Helps structure essays clearly.</p> <p>“IELTS Advantage: Writing Skills” by Richard Brown &amp; Lewis Richards – Specifically teaches essay types including advantages/disadvantages.</p>	<b>13<sup>th</sup> week</b>
	<b>Total for I-II module</b>		<b>48h</b>				

## Plan of the independent work of a student under the guidance of a teacher

№	Topics	Task for SIW	Hours	Evaluation tools	Points	Literature and electronic resources	Date of submission
<b>I module</b>							
1	The history of the development of the Latin language	Comparative analysis: Compare ancient Latin and Classical Latin. Pay attention to phonetic, grammatical, and lexical changes. Give examples. Latin Lexicon: Make a list of 20 Latin words and their meanings that have been borrowed into the Russian language. Explain in what context they are used.	2	Presentation	25	"A History of Latin" – R. F. F. G. S. M. S. N. K. B. This book offers a detailed overview of all stages of the development of the Latin language. "The Latin Language" (Oxford University Press) – M. T. D. Winkler. An extensive study covering the phonetics, morphology, and syntax of the Latin language.	3 weeks
2	Learn the international student anthem "Gaudeamus" by heart	Translate the text of the anthem: Find the Latin text of the anthem "Gaudeamus" and translate it into Russian. - Pay attention to the keywords and their meaning. Content analysis: Write a short analysis in which describe the main ideas of the anthem and its cultural significance for students  Prepare 10 questions about the anthem "Gaudeamus", its history and meaning. For example: What is the main theme of the anthem? In which educational institutions is	2	Memorize the answers to the questions, make a short analysis	25	Wikipedia is an article about "Gaudeamus" (in different languages). It contains information about the origin, text and meaning of the anthem.  Studium is an educational portal dedicated to the history and culture of educational institutions.  Articles about hymns, including "Gaudeamus". <a href="https://text=gaudeamus+igitur+translation+in+english+&amp;l=10310">https://text=gaudeamus+igitur+translation+in+english+&amp;l=10310</a>	4 weeks

		<p>"Gaudeamus" sung?</p> <p>Study the traditions: Find information about how "Gaudeamus" is performed in different countries and educational institutions. Prepare a short report on the cultural traditions associated with the anthem.</p>					
3	Anatomical names of body parts.	<p>Find the anatomical names of the main body parts (for example, the head, arms, legs, etc.).</p> <p>Study their functions and location.</p> <p>Anatomical part Latin name  Caput Head  The Manus Arm  The Crus leg</p> <p>Make cards with anatomical terms: on one side - the name in Russian, on the other - in Latin. Use them for self-checking.</p>	2	Prese ntatio n	25	"Anatomy for Medical Students" – T. M. R. S. M. B. This book offers an accessible explanation of anatomical terms and body systems.	5 week
	<b>I модуль</b>	<b>6</b>					
4	Latin proverbs, sayings, and catchphrases about medicine	<p>Create a chart:</p> <p>Select one or more Latin medical proverbs and make out a chart that will include:</p> <p>The text of the proverb  Translation  Illustrations or images related to medicine</p>	2	Writt en form	25	"Latin proverbs and sayings" – I. P. Ovsyannikov "Latin for medical students" – A. A. Levin "Latin expressions in medicine" – V. I. Lapin	1-2-3 week
5	Clinical names of bones / skeleton.	<p>Creating a table:</p> <p>Create a table where it will be indicated:</p> <ul style="list-style-type: none"> <li>• Clinical name</li> <li>• Latin name</li> <li>• Location</li> </ul>	2	Chart	25	D. Kondratiev. Fundamentals of medical terminology. Grodno-2005 A. Z. Tsisyk. Latin language. Minsk, 2010.	4week

		• Function					
6	Clinical names of internal organs	Select 5-7 internal diseases and create slides with their names, symptoms, and treatment methods. Study clinical cases: Find 2-3 clinical cases describing internal diseases. Prepare a brief overview, including diagnosis and treatment methods.	2	Report	25	"Human Anatomy" – V. N. Bukhanov "Anatomy for medical students" – A. A. Levin	5 week
		<b>II module</b>	6				
	<b>Итого</b>	<b>12</b>					

### **Course Policy.**

1. The teacher and student must treat each other with respect;
2. Mandatory attendance of classes, without being late. A student's lateness is considered as his absence from class. Attendance will be noted at each class, however absences are possible if there is a valid reason;
3. Do not talk during class, do not chew gum;
4. Turn off your cell phone during class;
5. Come to class in business clothes;
6. Working off is possible for classes missed for a valid reason;
7. All assignments must be completed without fail and on time; work completed later than the appointed deadline will not be accepted (it is possible to submit assignments ahead of schedule);
8. Students must come to class prepared and take an active part in the discussion of the material under consideration;
9. Provide constructive feedback in all classes;
10. The academic conduct and ethics policy must comply with the internal regulations of the university.

### **Criteria for assessing students' oral and written answers in English and Latin.**

**Criteria for assessing students' academic performance in courses are established by the university.**

A student's detailed answer should be a coherent, logically consistent message on a specific topic, demonstrating his ability to apply definitions and rules in specific cases.

When assessing a student's answer, the following criteria should be used:

- 1) Completeness and correctness of the answer;
- 2) The degree of awareness of understanding of what was studied;

- 3) Linguistic design of the answer;
- 4) Grammatical and spelling correctness in a written answer and speech technique in an oral one.

A **grade of "5"** is given if the student:

- 1) Presents the studied material in full, gives the correct definition of medical terms;
- 2) Demonstrates understanding of the material, can substantiate his/her judgments, give the necessary examples;
- 3) Presents the material consistently and correctly from the point of view of the norms of the literary language.

A **grade of "4"** is given if the student gives an answer that satisfies the same requirements as for a grade of "5", but makes 1-2 mistakes that he corrects himself and 1-2 shortcomings in the sequence of the material presented.

The **grade "3"** is given if the student demonstrates knowledge and understanding of the linguistic material but:

- 1) Presents the material incompletely and makes inaccuracies in defining concepts;
- 2) Is unable to sufficiently and convincingly substantiate his judgments and give his examples;
- 3) Presents the material inconsistently and makes grammatical, lexical and stylistic errors;

The **grade "2"** is given if the student reveals ignorance of most of the relevant section of the material being studied, makes mistakes in the formulation of definitions and rules that distort their meaning, and presents the material in a disorderly and uncertain manner. The grade "2" notes such shortcomings in the student's preparation that are a serious obstacle to successful mastery of subsequent material.

If a student has missed classes, they must make up for them at the appointed time or write and defend written papers on the topics that were missed or on which the student received minimum points. If the written paper reflects the essence of the topic and is also defended publicly in front of an audience, then such paper is assessed at the maximum point.

#### **Educational resources:**

1. E.H. Glendening Professional English in use Medicine 2019
2. Ch. Kochkorbaeva Latin Textbook for foreign medical students. Bishkek 2018
2. D. Kondratiev. Basics of medical terminology. Grodno-2005
3. A. Z. Tsitsik. Latin. Minsk Latin and the 2010.

#### **Additional literature:**

1. Dyikanbayeva R. V. Latin language for medical college students. Osh-2012
2. Muchnik. F. I. Textbook on the Latin language, Tashkent-1980
3. Tursunalieva T. T. Lingua Latina Bishkek 1993.
4. M. N. Chernyavsky. Latin language and the basics of medical terminology.
5. Gorodkova A. S. Latin language and the basics of medical terminology.

Internet resources

www.med-books.by

Электронные ресурсы	<a href="https://drive.google.com/file/d/1Xlgy42zyVdjTrD5WYJudpw--Gwkn4MDH/view?usp=sharing">https://drive.google.com/file/d/1Xlgy42zyVdjTrD5WYJudpw--Gwkn4MDH/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1Qv2FjwjgS8YD57I2RZYj8Vzs5aU-MdJH/view?usp=sharing">https://drive.google.com/file/d/1Qv2FjwjgS8YD57I2RZYj8Vzs5aU-MdJH/view?usp=sharing</a>
Электронные учебники	<a href="https://www.pdfdrive.com/a-3-цисык-латинский-язык-the-latin-language-d41575939.html">https://www.pdfdrive.com/a-3-цисык-латинский-язык-the-latin-language-d41575939.html</a> <a href="https://drive.google.com/file/d/1kuv6c2Sbu1dyTAhv7nZ7DPORR3xKmVzU/view?usp=sharing">https://drive.google.com/file/d/1kuv6c2Sbu1dyTAhv7nZ7DPORR3xKmVzU/view?usp=sharing</a>
Учебники (библиотека)	Библиотека ОшГУ Медицинский факультет

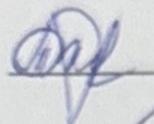
*Teacher of the department of SHD Imankulova T. Zh.* \_\_\_\_\_

**Head of the Department** \_\_\_\_\_ **Amiraliev S.M.**

**Head of the educational program, associate professor:** \_\_\_\_\_ **Bugubaeva M.M.**

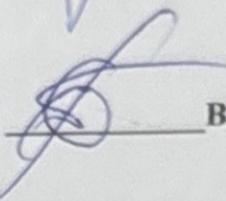
**Associate professor** **Bazieva A.** \_\_\_\_\_

Teacher of the department of SHD Imankulova T. Zh.



Head of the Department  Amiraliev S.M.

Head of the educational program, associate professor:



Bugubaeva M.M.

Associate professor Bazieva A.

